



# Improving Academic Vocabulary

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## In the Secondary Grades

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# Improving Academic Vocabulary

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The content of this presentation is expanded in Chapter 3 of the following book:  
Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

Videos that support this training can be found on:  
[www.explicitinstruction.org](http://www.explicitinstruction.org)

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## Long Term Goal

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By the end of high school, college-ready students will need to acquire about 80,000 words. (Hirsh, 2003)

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## Topics

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- Importance of Vocabulary
- Components of a Vocabulary Program
- Quality Classroom Vocabulary
- Explicit Vocabulary Instruction
- Vocabulary Practice Activities
- Word Learning Strategies
- Word Consciousness
- Assessment Formats
- Vocabulary Resources

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## Importance of Vocabulary Instruction

- Receptive Language
  - Reading Comprehension (Beck, Perfetti, McKeown, 1982; Beck & McKeown, 2007; Chall, Jacobs, & Baldwin, 1990; Cunningham, 1992; Scarborough, 1998; Stahl & Fairbanks, 1987)
  - Listening Comprehension
- Expressive Language
  - Writing
  - Speaking
- Overall Reading Achievement (Stanovich, et al., 1993)
- Overall School Success (Becker, 1977; Anderson & Nagy, 1991)
- Hallmark of an Educated Individual (Beck, McKeown, Kucan, 2002)

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## Importance of Vocabulary Instruction

- Vocabulary Gap
  - Children enter school with different levels of vocabulary. (Hart & Risley, 1995, 2003)
  - Cumulative Vocabulary (Age 4)
    - Children from professional families 1100 words
    - Children from working class families 700 words
    - Children from welfare families 500 words

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## Importance of Vocabulary Instruction

- Vocabulary Gap
  - Meaningful Differences in Cumulative Experiences (Hart & Risley, 1995)

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	3 years
Welfare	620	62,000	3 million	10 million
Working Class	1,250	125,000	6 million	20 million
Professional	2,150	215,000	11 million	30 million

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## Importance of Vocabulary Instruction

- Vocabulary Gap
  - By first grade, higher SES groups are likely to know about twice as many words as lower SES children. (Graves, 2006)
  - Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)

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## Importance of Vocabulary Instruction

- Vocabulary Gap
  - Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kame'enui, 1997)
    - The number of words students learn varies greatly.
    - 2 versus 8 words per day
    - 750 versus 3000 words per year
  - By the end of second grade, 4,000 word difference in root vocabulary of children in highest vocabulary quartile & lowest quartile. (Biemiller, 2004)

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## Importance of Vocabulary Instruction

- Vocabulary Gap
  - Gap in word knowledge persists through the elementary years. (White, Graves, & Slater, 1990)
  - The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)
  - After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)
  - For English Language Learners, the “achievement gap” is primarily a vocabulary gap. (Carlo, et al., 2004)

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## Components of a Vocabulary Program

- High-quality Classroom language (Dickinson, Cote, & Smith, 1993)
- Explicit Vocabulary Instruction (Baker, Kame'enui, & Simmons, 1998; Baumann, Kame'enui, & Ash, 2003; Beck & McKeown, 1991; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004; Pang & Jenkins, 1978; Paribakht & Wesche, 1997; Stahl, 1983)
- Word-Learning Strategies (Buikema & Graves, 1993; Edwards, Font, Baumann, & Boland, 2004; Graves, 2004; White, Sowell, & Yanagihara, 1989)
- Wide Independent Reading (Anderson & Nagy, 1992; Cunningham & Stanovich, 1998; Herman, Anderson, Pearson, & Nagy, 1981; Herman & Anderson, 1995; Nagy, Anderson, & Herman, 1987; Sternberg, 1987)

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## High Quality Classroom Language

**Use high quality vocabulary (college vocabulary) in the classroom. To ensure understanding,**

- Directly tell students the meaning of words.
  - “Don’t **procrastinate** on your project. *Procrastinate means to put off doing something.*”
- Pair in the meaning of the word by using parallel language and synonyms.
  - “Let’s **analyze** this equation. Let’s *figure it out.*”
  - “What was the significance of this **incident**..this event?”
  - “We need to **differentiate**..tell the differences.. between external and internal character problems.”

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## Explicit Vocabulary Instruction

- “direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content”

Marzano, 2001, p. 69

- .97 effect size for direct teaching of vocabulary related to content

Stahl & Fairbanks, 1986

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## Explicit Vocabulary Instruction

- Sources of words for vocabulary instruction
  - WORDS from core reading programs
  - WORDS from reading intervention programs
  - WORDS from content area instruction
    - Language Arts
    - Math
    - Science
    - Social studies
    - Health
    - Consumer Science
    - Art, PE, music, etc.

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## Selection of Vocabulary

- **Limit number** of words given indepth instruction to 4 to 5 words. (Robb, 2003)
- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.

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## Selection of Vocabulary

- Select words that students are likely to use in the **future**.  
(Stahl, 1986)
- **General academic vocabulary** – Words used in many domains. (*suitcase words*)  
Examples: contrast, analyze, observe, evidence, theory
- Application of **general academic vocabulary** differs across domains (Hyland & Tse, 2007; Fisher & Blachowicz, 2013)
  - Math – *Analyze* givens, constraints, and relationships in problem
  - Science – *Analyze* and interpret data
  - English – *Analyze* how author develops character

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## Selection of Vocabulary

- **Domain-specific vocabulary** that provides background knowledge  
Examples: tariff, acute angle, foreshadowing
- When possible, teach clusters of words that are meaningfully related.
  - Math:** angles, acute, right, obtuse, straight, reflex
  - Science:** cell, nucleus, cytophase, mitochondrion, vacuole, cell membrane, cell wall, chromosome
  - Social Studies:** colony, ethnic group, migration, society, settlement, settler

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## Selection of Vocabulary

- Select **difficult words** that need interpretation.
  - Words not defined within the text
  - Words with abstract referent
  - Words with an unknown concept

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## Selection of Vocabulary - Summary

- ❖ Select a **limited number** of words.
- ❖ Select words that are **unknown**.
- ❖ Select words **critical** to passage understanding.
- ❖ Select words that can be used in the **future**.
- ❖ Select **difficult words** that need interpretation.

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## Selection - Vocabulary

Reading Level: Eighth Grade Series: Prentice Hall		Passage: Breaker's Bridge Words: *Selected for instruction in manual.
obstacle*	district	amplify
writhing*	gorge	imperial
piers*	miniature	emerged
executioner*	defeated	insult
immortals*	desperation	deposited
emperor	supervising	deadline

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## Selection - Vocabulary

Text: *American Journey* Chapter 11, Section 1  
 Publisher: Glencoe Jacksonian Democracy

favorite son	majority	plurality	mudslinging
landslide	nominating convention	tariff	suffrage
nullify	secede		

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## Selection - Vocabulary

Text: *My World* Chapter 4, Section 3  
 Publisher: Pearson Central America and the Caribbean Today

* carnival	* Santeria	* diaspora	*microcredit
* ecotourism	indigenous	democracy	parliamentary system
dictatorship	free-trade agreements		

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## Additional Hints

- Teach the easiest member of the word family and transfer the meaning to the word in the text.

Word in Text	Teach this Word
piteously	pity
desperation	desperate
employability	
commonality	
abstractedness	

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## Additional Hints

- If the students already have a word relative in their vocabulary, relate the new word to the known word.

Word Relative Known	Relate known to new word found in text
execute	executioner
mini	miniature
amplifiers	amplify

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## Organize words for Instruction

- Order words in list to stress relationships between words.
- Group words into semantic clusters to create a scheme. (Marzano & Marzano, 1988; Wixson, 1986)

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## Student-friendly Explanations

- **Dictionary Definition**
  - **compulsory** - (1) Employing compulsion; coercive. (2) Required by law or other rule.
- **Student-Friendly Explanation**
  - **Uses known words.**
  - **Is easy to understand.**
- When something is **compulsory**, it is required and you must do it.

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## On-line Dictionaries with Student-friendly Explanations

Collins Cobuild Dictionary of American English  
<http://www.collinslanguage.com/free-online-cobuild-ESL-dictionary>  
[dictionary.reverso.net/english/cobuild](http://dictionary.reverso.net/english/cobuild)

Longman's  
<http://www.ldoceonline.com>  
(Longman's Dictionary of Contemporary English Online)

Heinle's  
<http://www.nhd.heinle17e.com/home.aspx>  
(Heinle's Newbury Dictionary for American English)

Merriam Webster's  
<http://www.learnersdictionary.com>

(Pronunciation assistance: [www.howjsay.com](http://www.howjsay.com))

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## Explicit Instruction

### General Academic Vocabulary

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## Vocabulary – Instructional Routine

1. Introduce the **pronunciation** of the word.
2. Introduce the **meaning** of the word.
3. Illustrate the word with **examples**.
4. Check students' **understanding**.

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## Instructional Routine

### Step 1. Introduce the word.

- a) Show the word on the screen.
- b) Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times or say the parts of the word as they tap.

*Introduce the word with me.*

**This word is compulsory. What word?**  
*compulsory* Tap and say the parts in compulsory.  
*com pul sor y* **Compulsory is an adjective.**

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## Instructional Routine (continued)

### Step 2. Introduce meaning of word.

#### Option # 1. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

*Present the definition with me.*

When something is **compulsory**, it is required and you must do it. **So, if it is required and you must do it, it is \_\_\_\_\_.**  
***compulsory***

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## Instructional Routine (continued)

### Step 2. Introduce meaning of word.

#### Option # 2. Have students locate the definition in the glossary or text.

- a) Students locate the word in the glossary or text.
- b) Students break the definition into the critical attributes (parts). OR
- c) The teacher presents the attributes of the word's definition.

**Glossary Entry:** An essay is a short nonfiction work about a particular subject. Most essays have a single major focus and a clear introduction, body, and conclusion.

#### Essay

- Short
- Nonfiction work
- Particular subject
- Clear introduction, body, and conclusion

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## Instructional Routine (continued)

**Step 2. Introduce meaning of word.**

**Option # 2. Introduce the word using the morphographs in the word.**

autobiography  
auto = self  
bio = life  
graph = letters, words, or pictures

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## Instructional Routine (continued)

**Step 3. Illustrate the word with examples.**

- a) Concrete examples
  - a) Concrete object
  - b) Action – Acting out words after they are explicitly defined enhances word learning. (Silverman, 2007).
- b) Visual examples
- c) Verbal examples

(Also discuss when the term might be used and who might use the term.)

*Present these examples with me.*

**Coming to school as 8th graders is compulsory.**

**Stopping at a stop sign when driving is compulsory.**

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## Instructional Routine (continued)

**Step 4. Check students' understanding.**

**Option #1. Ask deep processing questions.**

*Check students' understanding with me.*

**Why do you think something becomes compulsory?**

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## Instructional Routine (continued)

**Step 4. Check students' understanding.**

**Option #2. Have students discern between examples and non-examples.**

*Check students' understanding with me.*

**Is going to school in 9th grade compulsory?** *Yes*

**How do you know it is compulsory?** *It is required.*

**Is going to college when you are 25 compulsory?** *no*

**Why is it not compulsory?** *It is not required. You get to choose to go to college.*

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## Instructional Routine (continued)

**Step 4. Check students' understanding.**  
**Option #3. Have students generate their own examples.**

*Check students' understanding with me.*

**There are many things at this school that are compulsory? Think of as many things as you can.**

**Talk with your partner. See how many things you can think of that are compulsory.**

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## Practice A - General Vocabulary

**Step 1: Introduce the word.**

*This word is **analyze**. What word?*

*Tap and say the word by parts. an an al yze*

*Analyze is a verb, an action of people.*

**Step 2: Introduce the meaning using a student friendly explanation.**

*When you carefully think about something in detail so that you can explain it, you **analyze** it. If you carefully think about something in detail so you can explain it, you \_\_\_\_\_.*

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## Practice A - General Vocabulary

**Step 3. Illustrate with examples.**

*For example, when you carefully examine data from a science experiment, you \_\_\_\_\_.*

*When you carefully examine a graph in social studies, you \_\_\_\_\_.*

*When you carefully compare two meal plans for their nutritional value, you \_\_\_\_\_.*

**Step 4. Check understanding.**

*Tell your partner some things that you analyze in school.*

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## Practice A - General Vocabulary Extensions

■ **Word Family - Relatives**

*Let's read some words related to analyze.*

*Say each word after me.*

**analyze**  
**analyzing**  
**analyzed**  
**analysis**  
**analyzable**  
**analyzer**

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## Practice A - General Vocabulary Extensions

*This words are in the same word family as analyze. When I touch the word, please say it.*

*When we examine the results of a science experiment, we \_\_\_\_\_(analyze) them.*

*Thus, \_\_\_\_\_(analyzing) experimental results is a major action in science class.*

*In the past, you \_\_\_\_\_(analyzed) data in science class.*

*You often had to write up your \_\_\_\_\_(analysis).*

*If the results were easy to explain, the results were \_\_\_\_\_(analyzable).*

*When you analyzed the results, you were the \_\_\_\_\_(analyzer).*

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## Practice A - General Vocabulary Extensions

### ■ Synonyms

*Working with your partner, generate a list of words that are synonyms for **analyze**. You may use your dictionary, thesaurus, or electronic reference sources.*

Students suggest:

examine	explore
think	study
contemplate	look over
inspect	check
investigate	monitor
scrutinize	assess

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## Practice B - General Vocabulary

### Step 1: Introduce the word.

*This word is **category**. What word? \_\_\_\_\_ Tap and say the parts in **category**. \_\_\_\_\_ What word? \_\_\_\_\_*

*Category is a noun.*

### Step 2: Introduce the meaning using a student-friendly explanation.

*When you have a group of people or things that have the same characteristic, they form a category.*

*So, when you have a group of people or things that have the same characteristic, they form a \_\_\_\_\_.*

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### Practice Activity: Example B continued

#### Step 3. Illustrate with examples.

*For example, you could divide people into two groups by gender, male and female. Each gender would be a \_\_\_\_\_.*

*You could divide people into groups by race. Each race would be a \_\_\_\_\_.*

*You could divide people into groups by religion. Each religion would be a \_\_\_\_\_.*

*You can can also divide things into categories. For example, you could divide cars into categories by make, color, year produced, size of engine, etc. Each of these would be a \_\_\_\_\_category.*

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### Practice Activity: Example B continued

#### Step 4. Check understanding.

*I will tell you one category. You tell your partner another category.*

*People. Female. Another category? (male)*

*Books. Fiction. Another category? (Non-fiction, reference, poetry, etc.)*

*Political Parties. Republican. Another category? (Democrat, Independent)*

*With your partner, list sets of categories that students can be grouped in. For example, the categories boys and girls The categories of blue-eyed, green-eyed, brown-eyed, other.*

*Only school appropriate and respectful categories please.*

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## Practice B - Extensions

### ■ Word Family - Relatives

*Let's read some words related to **categories**.*

*Say each word after me.*

- category *n*
- categories *n*
- categorize *v*
- categorized *v*
- categorizing *v*
- categorization *n*
- categorical *adj*
- categorizer *n*

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## Practice B - Extensions

*This words are in the same word family as **category**. When I touch the word, please say it.*

*There is not just one \_\_\_\_\_ (**category**) of tree.*

*Trees can be put into two \_\_\_\_\_. (**categories**)*

*You can \_\_\_\_\_ (**categorize**) trees as deciduous and evergreen.*

*Trees are often \_\_\_\_\_ (**categorized**) in this manner.*

*You will find that this system of \_\_\_\_\_ (**categorization**) is found in most books on the subject.*

*When you determine the type of trees in our community, you would be a \_\_\_\_\_ (**categorizer**).*

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## Practice B - Extensions

### ■ Synonyms

*Working with your partner, generate a list of words that are synonyms for **category**. You may use your dictionary, thesaurus, or electronic reference sources.*

*Students suggest:*

- class
- group
- type
- variety
- breed
- brand
- sort

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## Explicit Instruction

### Domain-Specific Academic Vocabulary

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## Domain Specific Vocabulary

### ■ New meaning for known words

known word	typical meaning	technical meaning
chord	three or more notes sounded together	a line segment that joins two points on the circumference of a circle.
product	an item that is manufactured and sold	The product is the result of multiplying numbers together.

Your examples:

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## Domain Specific Vocabulary

### ■ New words for known concepts

known concept	new word for same concept
everywhere	ubiquitous
fair	justice

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## Domain Specific Vocabulary

### ■ New words for new concepts

Math	Science	Social Studies	Language Arts
circumference	prokaryotic cell	amendment	alliteration
ratio	atom	indigenous	metaphor
absolute value	tundra	tariff	foreshadowing
obtuse angle	seismology	totalitarian	idiom

Your examples:

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## Instructional Routine

### Step 1. Introduce the word.

- a) Show the word on the screen.
- b) Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times or say the parts of the word as they tap.

*Introduce the word with me.*

*This word is **suffrage**. What word? suffrage*

*Tap and say the parts of the word. suf frage*

*Read the word by parts. suf frage*

*What word? suffrage*

***Suffrage** is a noun.*

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## Instructional Routine (continued)

### Step 2. Introduce meaning of word.

#### Option # 1. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

*Present the definition with me.*

*When someone has **suffrage**, they have the right to vote in an election.*

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## Instructional Routine (continued)

### Step 2. Introduce meaning of word.

**Option # 2. Have students locate the definition in the glossary or text and break the definition into the critical attributes. OR**

**Present the definition using critical attributes.**

Glossary: **Suffrage** - the right to vote

suffrage

- the right
- to vote

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## Instructional Routine (continued)

### Step 2. Introduce meaning of word.

**Option # 3. Introduce the word using the meaningful parts in the word.**

autobiography  
auto = self  
bio = life  
graph = letters, words, or pictures

hydroelectricity  
hydro = water

telescope  
tele = distant  
scope = look at

NOTE: 88% of key science words have Spanish cognates;  
1/2 are high frequency words in Spanish

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## Vocabulary

Recommended resource for science teachers

***The Sourcebook for Teaching Science*** by  
Norman Herr

Chapter 1, *Building a Scientific Vocabulary*  
contains lists of roots, prefixes, suffixes by science  
domain

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## Instructional Routine (continued)

**Step 3. Illustrate the word with  
examples.**

- a. Concrete examples
  - objects
  - acting out
- a. Visual examples
- b. Verbal examples

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## Instructional Routine (continued)

**Suffrage** Examples

When the United States was founded only white  
men with property had suffrage.

At the time of the American Civil War, most  
white men had been granted suffrage.

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## Instructional Routine (continued)

**Suffrage** Examples

In 1920, women were  
granted suffrage. The  
passage of the Nineteenth  
Amendment granted  
women the right to vote in  
all United States elections.

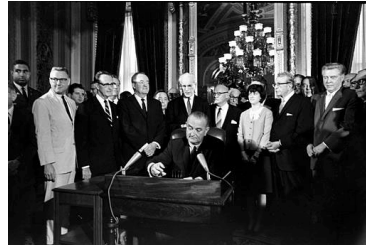


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## Instructional Routine (continued)

Suffrage Examples

The *Voting Rights Act of 1965* outlawed discriminatory voting practices that denied **suffrage** to many African Americans in the United States.



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## Instructional Routine (continued)

Step 4. **Check students' understanding.**  
Option #1. **Ask deep processing questions.**

*Check students' understanding with me.*

Why is suffrage a critical aspect of a democracy?

Begin by saying or writing:

Suffrage is a critical aspect of democracy for the following reasons. First, \_\_\_\_\_

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## Instructional Routine (continued)

Step 4. **Check students' understanding.**  
Option #2. **Have students discern between examples and non-examples.**

*Check students' understanding with me.*

Tell me **suffrage** or **not suffrage**.

The right to run for elected office. **not suffrage** Why not?

The right to vote. **suffrage** Why?

The right to develop ads for a candidate. **not suffrage** Why not?

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## Instructional Routine (continued)

Step 4. **Check students' understanding.**  
Option #3. **Have students generate their own examples.**

*Check students' understanding with me.*

*Make a list of ways that **suffrage** could be limited or compromised.*

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## Instructional Routine (continued)

suffrage            noun  
suffragist          noun



In 1917, all women in the United States did not have **suffrage**, the right to vote. **Suffragists** in New York City collected more than a million signatures of women demanding voting rights. They then paraded down Fifth Avenue with the signature placards.

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## Vocabulary Instruction - Extensions

1. Introduce the **part of speech**.
2. Introduce **synonyms** (same), **antonyms** (opposite), **homographs** (same spelling - different meaning).

### Polar antonyms

married/single  
alive/dead

### Scalar antonyms (graduations)

hot, warm, tepid, cool, cold

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## Vocabulary Instruction - Extensions

3. Tell students when and where the word is often **used**.
4. When appropriate, introduce the **etymology** (history and/or origin) of the word.
5. Introduce other words in the same **word family** (derivatives).

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## Vocabulary Instruction

**Remember:** *After a word has been taught, introduce students to the relatives.*

conform  
conforms  
conformed  
conforming  
conformity  
**conformist**  
non-conformist  
non-conforming  
non-conformity

**advocate**  
advocates  
advocating  
advocacy

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## Vocabulary Logs

- Have students maintain a log of vocabulary to facilitate study and review.
- What can be recorded on a vocabulary log?
  - Word
  - Student-friendly explanation
  - Any of these options
    - A sentence to illustrate the word's meaning
    - Examples and non-examples
    - An illustration

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## Vocabulary Logs

Name \_\_\_\_\_ Story/Chapter \_\_\_\_\_

Word	My Own Words	Image/Representation

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## Vocabulary Logs

Word	What it is	What it is like	Examples	Non-Examples
<b><u>ocean</u></b>	<u>whole</u> body of salt water	<u>covers</u> nearly 3/4 of earth	Atlantic Pacific Indian	<u>river</u> lake stream
<b><u>peninsula</u></b>	land	<u>nearly</u> surrounded by water	<u>water</u> on 3 sides	<u>continent</u> <u>island</u>
<b><u>island</u></b>	a body of land	<u>entirely</u> surrounded by water	Great Britain New Zealand Vancouver Island	United States Canada Mexico

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## Vocabulary Logs

Word	Examples
<b><u>soothing</u></b>	<b><u>music</u>, a bath, a nap</b>
Definition	Non-Examples
<b>comforting offering relief</b>	<b>Tests, loud noises, being called on</b>

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## Word Walls

- Create a word wall in your classroom
  - Post a reminder of the context.
    - Copy of the cover of the read-aloud book
    - Copy of the first page in the story
    - The topic in science or social studies
  - Post the vocabulary words.
  - Incorporate the words into your classroom language.
  - Encourage students to use the words when speaking and writing.

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## Practice

### BIG IDEA:

Frequency of exposures to the word and its meaning strongly predicts word learning. (Harris, Golinkoff, Hirsh-Pasek, 2011)

Three types of practice.

1. Initial practice
2. Distributed practice
3. Cumulative review

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## Practice Activities

- Practice activities should:
  - Be **engaging**.
  - Provide **multiple exposures** to the words. (Stahl, 1986)
  - Encourage **deep processing** of the word's meaning. (Beck, McKeown, & Kucan, 2002)
  - When possible, connect the word's meaning to **prior knowledge**.

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## Practice Activities

1. Answer questions
2. Categorize or sort words
3. Practice involving writing
4. Complete Word Map (Graphic)
5. Games

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## Example Practice Activity - Word Association

Ask questions

### ■ Present a number of words.

1. representative 2. socialism 3. reform 4. revolution 5. tributary

### ■ Play... I am thinking of a word.....

"I am thinking of a word that goes with river."

"I am thinking of a word that refers to a person that takes ideas to the government."

"I am thinking of a word that means a change."

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## Example Practice Activity- Word Association – Challenging

Ask Questions

### ■ Present a number of words.

1. concentrate 2. relieved 3. enemy 4. impressed 5. absurd 6. educated

### ■ Play... Select a word. Defend your choice.

"What word goes best with the word humor. Tell your partner and defend your choice."

"What word goes best with a game. Tell your partner and defend your choice."

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## Example Practice Activity - Yes/No/Why

Ask questions

1. Do territories that are possessions have autonomy?

2. Can incidents cause compassion?

3. Do people always comply with their obligations?

(Beck, Perfetti, & McKeown, 1982; Curtis & Longo, 1997) Items taken from REWARDS PLUS, Sopris West.

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## Example Practice Activity - Completion Activity

Ask Questions

1. **confine:** to hold or keep in; to limit; imprison; restrict  
Things that can be confined are \_\_\_\_\_.

2. **persistent:** refusing to give up; determined  
I was very persistent when \_\_\_\_\_.

3. **dispersal:** send off in different directions  
At school dispersal might involve \_\_\_\_\_.

4. **globalization:** condition when something spreads across the world  
Today, globalization involves the dispersal of \_\_\_\_\_.

(Curtis & Longo, 1997)

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### Example Practice Activity - Odd Word Out

(Rasinski, Padak, Nelson, Nelson, 2007)

Word Sorting

Read the four words. With your partner determine which word doesn't fit with the other words. Generate all possible ways to eliminate a word.

**humiliate**      **emancipate**

**abuse**      **cruelty**

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### Example Practice Activity - Word Pairs

(Stahl & Kapinus, 2001)

Sort Words

Word Pair	Same	Opposite	Go Together	No Relationship
nomad - wanderer				
nomad-settler				
desert-city				

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### Example Practice Activity - Word Sorts

(Gillett & Temple, 1983)

#### Word Bank

Senators	House	Laws
Justices	Senate	Constitution
Vice president	Congress	Unconstitutional
President	Supreme Court	Declare war
Representatives	Agriculture Department	Amend Constitution
Cabinet	Defense Department	Collect Taxes
Departments	District Courts	Veto Bills

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### Example Practice Activity - Word Sorts

(Gillett & Temple, 1983)

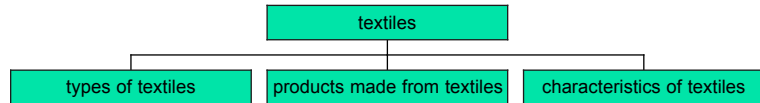
Legislative Branch	Executive Branch	Judicial Branch

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## Example Practice Activity - Semantic Mapping - Structured

(Heimlich & Pittelman)

Word Sorting



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## Example Practice Activity -Semantic Mapping

(Heimlich & Pittelman)

Word Sorting

### Directions:

1. Have students brainstorm words that come to mind when given a target word.
2. Have students brainstorm possible categories for the words.
3. Have students arrange brainstorm words in categories.

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## Example Practice Activity- Sentence Substitution

Writing

1. In mythology, we will study the origin of many common words.
2. The events are in chronological order.
3. The Titans caused a great tumult in the skies.

(Lively, August, Carlo, & Snow, 2003)

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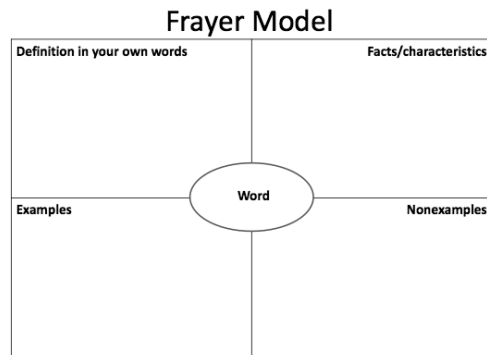
## Example Practice Activity-“Meaningful Sentence” Writing

(adapted from Success for All)

- Students write a sentence answering three to four of these questions:  
**who, what, when, where, why, how**
- *Not OK*  
It was meager.
- *OK*  
At the end of the month, our dinners were meager because we had little money.

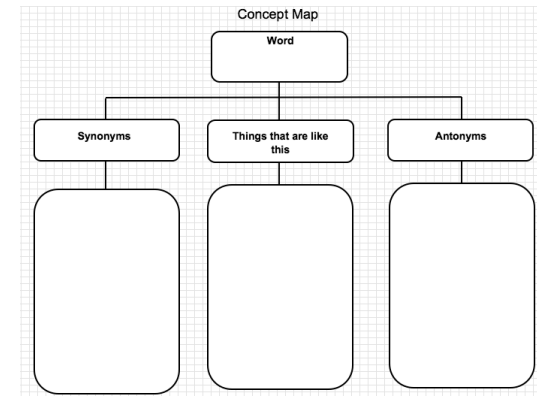
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## Word Map Example



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## Word Map Example



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## Word Map Example

**Alphaboxes**

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X, Y, Z

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## Practice Activities - Games

### Card games

- Students make decks of cards with vocabulary term and synonym or definition.
- Play using format of popular games.
  - Go Fish
  - Concentration
  - Old Maid

### Other games can be used to review vocabulary

- Jeopardy
- Charades
- Pictionary

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## Word-Learning Strategies

- Use of context clues.
- Use of meaning parts of the word.
  - Prefixes
  - Suffixes
  - Roots
  - Base words
- Use of dictionary, glossary, or other resource.

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## Word-Learning Strategies-Use of context clues

- Teach students to use context clues to determine the meaning of unknown vocabulary. (Baumann, Edwards, Boland, Olejnik, & Glopper, 1998; Gipe & Arnold, 1979; Kame'enui, 2003; )
- If a student reads 100 unfamiliar words in print, he/she will only learn between 5 to 15 words. Thus, we can not depend on learning words from context as the sole method for vocabulary attainment.

(Nagy, Hermann, & Anderson, 1985; Swanborn & de Glopper, 1999)

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## Word Learning Strategies- Use of context clues

### Context Clues

1. Read the sentence in which the unknown word occurs for clues as to the word's meaning.
2. Read the surrounding sentences for clues as to the word's meaning.
3. Look at the parts of the word (prefixes, roots, suffixes) .
4. Ask yourself, "What might the word mean?"
5. Try the possible meaning in the sentence.
6. Ask yourself, "**Does it make sense?**"

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## Word Learning Strategies- Use of context clues

**Look.** Before, at, and after the word.

**Reason.** Connect what you know with what the author has written.

**Predict a possible meaning.**

**Resolve or redo.**

Decide if you know enough, should try again, or consult an expert or reference.

(Blachowicz & Fisher, 2010)

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## Word Learning Strategies - Prefixes

- Elements attached to beginning of English words that alter meaning.
- Prefixes are useful because they are
  - used in many words,
  - consistently spelled,
  - easy to identify,
  - clear in meaning. (Graves, 2004)
- Teach very common prefixes. Un, re, in, and dis found in 58% of prefixed words.

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## The Most Common Prefixes in English

Prefix	Meaning	% of prefixed words	Examples
un	not; opposite	26%	uncover, unlock, unsafe
re	again; back	14%	rewrite, reread, return
in/im/ir/il	not; into	11%	incorrect, insert, inexpensive, illegal, irregular, inability
dis	away, apart, negative	7%	discover, discontent, distrust
en/em	cause to	4%	enjoy, endure, enlighten, entail
mis	wrong; bad	3%	mistake, misread, misspell, misbehave
pre	before	3%	prevent, pretest, preplan
pro	in favor of	1%	protect, profess, provide, process
a	not; in, on, without	1%	atypical, anemia, anonymous, apolitical, apathy

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## Word Learning Strategies -Suffixes

- Elements attached to ending of English words.
- Can change the part of the speech or the meaning.
- Focus on common derivational suffixes.
  - able, ful, less, ness, or
- Introduce the suffix and use to determine the meaning of a number of words (**ful** -helpful, truthful, mouthful, joyful).
- But not always! grateful

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## Most Common Suffixes in English

Suffix	Meaning	% of prefixed words	Examples
s, es plural	more than one	31%	movies, wishes, hats, amendments
ed past tense	in the past	20%	walked, jumped, helped
ing present tense	In the present	14%	walking, jumping, helping
ly adverb	how something is	7%	quickly, fearfully, easily, happily, majestically, nonchalantly
er, or noun	one who, what/that/which	4%	teacher, tailor, conductor, boxer, baker, survivor, orator
ion, tion, sion noun	state, quality; act	4%	action, erosion, vision, invitation, conclusion, condemnation
able, ible adjective	able to be, can be done	2%	comfortable, likable, enjoyable, solvable, sensible, incredible
al, ial adjective	related to, like	1%	fatal, cordial, structural, territorial, categorical

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## Word Learning Strategies

### Roots (Greek and Latin Roots)

- When teaching a word with a Greek or Latin root, use it as an **opportunity** to introduce the meaning of the root. Introduce the root within the target word and then expand to other words.

#### Example: hydroelectricity

"This word is hydroelectricity."

"The first part of the word is **hydro**. Hydro is a root that means water.

So in this chapter the word hydroelectricity refers to electricity produced by the movement of water."

"Let's look at some other words that include **hydro**."

dehydration	hydraulic
hydroplane	hydroelectric
hydrophone	hydrophobia

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## Common Latin and Greek Roots

<b>aqua</b>	water	Greek	aquarium, aqueduct, aquaculture, aquamarine, aquaplane, aquatic
<b>aud</b>	hearing	Latin	audio, audition, audiovisual, auditorium, audiotape, inaudible
<b>auto</b>	self	Greek	autograph, autobiography, automobile, autocrat, autonomy
<b>astro</b>	star	Greek	astronomy, astrophysics, astrology, astronaut, astronomer, asterisk
<b>biblio</b>	book	Greek	Bible, bibliography, bibliophobia, bibliophile, biblioklept
<b>bio</b>	life	Greek	biography, biology, autobiography, bionic, biotic, antibiotic, biome, biosphere, biometrics
<b>chrono</b>	time	Greek	synchronize, chronology, chronic, chronicle, anachronism
<b>corp</b>	body	Latin	corpse, corporation, corps, incorporate, corporeal, corpulence
<b>demo</b>	the people	Greek	democracy, demography, epidemic, demotic, endemic, pandemic
<b>dic, dict</b>	speak, tell	Latin	dictate, dictation, diction, dictator, verdict, predict, contradict, benediction, jurisdiction, predict, indict, edict
<b>dorm</b>	sleep	Latin	dormant, dormitory, dormer, dormouse, dormition, dormitive
<b>geo</b>	earth	Greek	geology, geologist, geometry, geography, geographer, geopolitical, geothermal, geocentric

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## Common Latin and Greek Roots

<b>graph</b>	to write, to draw	Greek	autograph, biography, photograph, telegraph, lithograph
<b>hydro</b>	water	Greek	hydroplane, dehydrate, hydroelectric, hydrogen, hydrophone
<b>ject</b>	throw	Latin	reject, deject, project, inject, injection, projection
<b>logos, logy</b>	study	Greek	geology, astrology, biology, numerology, zoology, technology, psychology, anthropology, mythology
<b>luna</b>	moon	Latin	lunar, lunacy, lunatic, interlunar
<b>meter</b>	measure	Greek	meter, thermometer, diameter, geometry, optometry, barometer, centimeter, symmetry, voltammeter
<b>mega</b>	great, large, big	Greek	megaphone, megalith, megalomania, megatons, megalopolis
<b>min</b>	small, little	Latin	minimal, minimize, minimum, mini, miniature, minuscule, minute, minority
<b>mit, mis</b>	send	Latin	mission, transmit, transmission, remit, missile, submission, permit, emit, emissary
<b>path</b>	feeling, suffering	Greek	pathetic, pathology, apathy, antipathy, sympathy, telepathy, empathy, sociopath
<b>ped</b>	foot	Latin	pedestrian, pedal, peddle, peddler, pedicure, pedometer
<b>philia</b>	love, friendship	Greek	philosopher, Philadelphia, philanthropist, philharmonic, Philip

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## Common Latin and Greek Roots

<b>phono</b>	sound	Greek	phonograph, microphone, symphony, telephone, phonogram, megaphone, phony, euphony, xylophone, phony,
<b>photo</b>	light	Greek	photograph, photosynthesis, telephoto, photometer, photophilia
<b>port</b>	carry	Latin	port, transport, transportation, portable, portage, report
<b>spect</b>	see	Latin	respect, inspection, inspector, spectator, spectacles, prospect
<b>scope</b>	look at	Greek	microscope, telescope, periscope, kaleidoscope, episcopal
<b>sol</b>	sun	Latin	solar, solar system, solstice, solarium, parasol
<b>struct</b>	build, form	Latin	instruct, instruction, construction, reconstruction, destruct, destruction, infrastructure, construe, instrument, instrumental
<b>tele</b>	distant	Greek	telephone, television, telegraph, telephoto, telescope, telepathy, telethon, telegenic
<b>terra</b>	land	Latin	territory, terrestrial, terrace, terrarium, extraterrestrial, Mediterranean Sea, terra cotta, subterranean

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## Word Learning Strategies- Word Families

- A group of words related in meaning. (Nagy & Anderson, 1984)
- If you know the meaning of one family member, you can infer the meaning of related words.

enthusiasm  
enthusiastic  
enthusiastically

collect  
collecting  
collection  
collector

educate  
educated  
education  
educator

imperial  
Imperialism  
imperialistic

predict  
prediction  
predictable  
predictability  
unpredictable  
unpredictability

communicate  
communicated  
communicating  
communication

evaluate  
evaluating  
evaluation

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## Word Learning Strategies - Word Families

- **Word Family**  
educate  
educated  
education  
educator
- **Introduce the words in relationship to each other.**

*"Teachers teach you how to read and write. They educate you. When you learn to read and write, you are educated. In school, you get an education. A teacher is an educator."*

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## Word Learning Strategies - Use of glossary/dictionary

### Glossary/Dictionary

1. Locate the unknown word in the glossary or the dictionary.
2. Read each definition and select the best one.
3. Try the possible meaning in the sentence.
4. Ask yourself, "**Does it make sense?**"

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## Word Consciousness

**Word consciousness** - an interest in and awareness of words

Word consciousness can be developed through

- Academic language used in the classroom
- Explicit instruction on vocabulary terms
- Well designed practice activities
- Word-learning strategy instruction
- Word Play

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## Word Consciousness - Word Play

(Johnson, Johnson, & Schlichting, 2004)

### Onomastics = study of names

- **First names/Surnames**
- **Eponyms - Word named after a person.**  
Alzheimer's Disease, Douglas Fir, watt after James Watt
- **Aptronyms - Name appropriate to person's occupation.** Doctors - Dr. Caire, Dr. Michael Cure; Teacher - Ms. Smart

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## Word Consciousness - Word Play

(Johnson, Johnson, & Schlichting, 2004)

### Onomastics = study of names

- **First names/Surnames**
- **Demonyms - Word for people who live in a place.**  
Oregon, Oregonians; Demark, Dane; Wisconsin, Wisconsinite
- **Toponyms - Word named after a place.** Island of Sardinia, sardines; Battle of Magenta, magenta

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## Word Consciousness - Word Play

(Johnson, Johnson, & Schlichting, 2004)

### Onomastics = study of names

- **Unusual Names of Cities and Towns.** Charm, Ohio; Remote, Oregon; Riddle, Idaho
- **Odonyms - Street Names.** Strange Street, Pirate Road, Jolly Street
- **Anemonyms - Names of Storms.** Katrina, Camille

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## Word Consciousness - Word Play

(Johnson, Johnson, & Schlichting, 2004)

### Onomastics = study of names

- **Nicknames** - Red, Frog, Willie, Cuddles, Kissy Face
- **Pen Names** - William Sydney Porter - O. Henry; Agatha Mary Clarisa Miller - Agatha Christie
- **Store Names** - Shear Perfection, Clip Joint, Cut Up Shop

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## Word Consciousness - Word Play

### Expressions

- **Idioms** (can't be understood by the meaning of individual words)
  - Cut to the chase.
  - Dropping like flies.
  - Last but not least.
  - Knock on wood.
- **Proverbs** - (short saying that offers guidance on how to live)
  - As you sow, so shall you reap.
  - A bird in hand is worth two in bush.
  - Every cloud has a silver lining.

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## Word Consciousness - Word Play

### Expressions

- **Slang** - loser, knockout, cram, couch potato, cushy, bum rap, junk food, a no-no
- **Catchphrases** - (a phrase that has caught on)  
*Are we having fun yet?*
- **Slogans** - Coca Cola
  - 2005 *Make it real.*
  - 2007 *The coke side of life*

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## Word Consciousness - Word Play

### Word formations -

- **Acronyms**
  - SARS - Severe Acute Respiratory Syndrome
  - CD - Compact Disc
  - AA - Alcoholics Anonymous
  - CIA - Central Intelligence Agency
- **Portmanteaus**
  - Motel = motor + hotel
  - Smog = smoke + fog

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## Word Consciousness - Word Play

### Word Manipulations

- **anagrams** (formed by rearranging the letters of another word)
  - read - dear
  - rose - sore
- **palindromes** (read the same forward and backward)
  - mom
  - radar
  - nun
  - eye
  - toot

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## Wide Independent Reading

- “The best way to foster vocabulary growth is to promote wide reading.” (Anderson, 1992)
- “...it must be acknowledged that relying on wide reading for vocabulary growth adds to the inequities in individual differences in vocabulary knowledge.”  
Struggling readers do not read well enough to make wide reading an option. To acquire word knowledge from reading requires adequate decoding skills, the ability to recognize that a word is unknown, and the competency of being able to extract meaningful information about the word from the context. Readers cannot be engaged with the latter two if they are struggling with decoding. Thus, depending on wide reading as a source of vocabulary growth leaves those children and young people who are most in need of enhancing their vocabulary repertoires with a very serious deficit.” p. 6 (Beck, McKeown, & Kucan, 2002)

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## Wide Independent Reading Variation in Amount of Reading

Percentile Rank	Minutes per day reading in books	Minutes per day reading in text	Words per year in books	Words per year in text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,597,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.21	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

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## Increasing Amount of Independent Reading

- **Maximize access to books.**
  - Extended library hours
  - Classroom libraries
  - Book sales, book exchanges
- Establish time for independent reading.
  - Silent Sustained Reading
  - Partner Reading
  - BUT don't substitute silent reading for reading instruction.
  - Expect reading outside of class.

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## Increasing Amount of Independent Reading

- **Encourage selection of books at the independent reading level.**
  - Teach the “five-finger test”.
- **Encourage students to read “familiar” books.**
  - Same author
  - Same character
  - Same genre
  - Books in a series

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## Increasing Amount of Independent Reading

- **Enhance personal motivation.**
  - Establish a school climate that encourages reading.
  - Have book-rich environments.
  - Provide book recommendations.
    - Bulletin boards posted with recommendations
    - Book tables
    - Book clubs

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## Vocabulary Assessment - Formats

(Based on *Bringing Words to Life: Robust Vocabulary*)

Instruction)

Yes No

- If Jason was a diligent worker, he would
  1. come to work on time? Yes no
  2. finish projects on time? Yes no
  3. procrastinate on projects? Yes no
  4. have others complete his projects? Yes no
- Under state capitalism, the central government would
  1. establish prices and wages? Yes no
  2. allow the free market to set all prices and wages? Yes no
  3. subsidize important industries? Yes no
  4. stay out of economic issues? Yes no

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## Vocabulary Assessment - Formats

Examples/Non-examples

- **proclaim**
  - A woman refuses to talk to reporters about the election.
  - A woman tells reporters which candidate won the election.
- **grudgingly**
  - A child makes her bed only after five reminders.
  - A child immediately makes her bed in the morning, carefully lining up the pillows.

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## Vocabulary Assessment - Formats

■ **Sentence Rewriting**

- Mr. Jones commended Charles for his diligent work.

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## Vocabulary Assessment - Formats

- **Context Analysis**
  - After the prize winners were announced, Stacy ran to console Meg.
  - How do you think Meg had done on the contest?
  - When father heard Lisa had ripped up the letter from Steve, father commended her for it.
  - What do you think father thought of Steve?

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## Conclusion

**“Words are all we have.”**

Samuel Beckett

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## Attributes of Good Vocabulary Instruction

1. Promote **word learning strategies**.
2. Select words that enhance academic success.
  - **General Academic Vocabulary** - Generalize across domains (*evidence, observe, investigate, classify, compared to, alternatively, in contrast*)
  - **Domain-Specific Vocabulary** - Specific to a domain or field of study (*suffrage, prokaryote*)
3. Order or group words **semantically**. Teach vocabulary within **Knowledge Networks**.

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## Attributes of Good Vocabulary Instruction

4. Teach words using **explicit instruction**.
5. Provide **student-friendly explanations**.
6. Illustrate vocabulary terms with **examples** and **non-examples**.
7. Teach **parts of words** at the “moment of opportunity.”  
(*biology - bio = life; autoimmune - auto =self*)

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## Attributes of Good Vocabulary Instruction

8. Expand instruction to “**word relatives**”  
(*category, categories, categorization, categorizer*)
9. Have students maintain and use a vocabulary **log**
10. Maintain a **word wall** organized by topic
11. Provide distributed **practice** and judicious cumulative **review**

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## Recommended Books

- Archer, A. & Hughes, C. (2011). *Explicit instruction: effective and efficient teaching*. New York: Guilford Press.  
([www.explicitinstruction.org](http://www.explicitinstruction.org))
- Beck, I. L., McKeown, M. G. & Kucan, L. (2002). *Bringing words to life: robust vocabulary instruction*. New York: The Guilford Press.
- Baumann, J. F. & Kame'enui, E.J. (2004). *Vocabulary instruction: research to practice*. New York: The Guilford Press.
- Blachowicz, C., & Fisher, P. J. (2010) *Teaching vocabulary in all classrooms*. New York: Allyn & Bacon.
- Diamond, L. & Gutlohn, L. (2006) *Vocabulary handbook*. Berkeley, CA: CORE.  
([www.corelearn.com](http://www.corelearn.com))

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## Recommended Books

- Frey, N., & Fisher, D. (2009) *Learning words inside and out*. Portsmouth, NH: Heinemann.
- Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York, New York: Teachers College Press.
- Marzano, R.J. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: ASCD.
- Marzano, R.J., & Pickering (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: ASCD.

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## Recommended Books

- Neuman, S.S., & Wright, T. S. (2013) *All about words: Increasing vocabulary in the Common Core Classroom, PREK – 2*. New York: Teachers College Press.
- Stahl, S. A. (1998). *Vocabulary development*. Cambridge, MA : Brookline.
- Stahl, S. A., & Kapinus, B. (2001). *Word power: what every educator needs to know about teaching vocabulary*. Washington, DC: NEA.

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## Dictionaries with Student-Friendly Explanations

Collins Cobuild Dictionaries  
([www.collinslanguage.com](http://www.collinslanguage.com))

Pearson/Longman Education  
([www.longman.com](http://www.longman.com))  
([www.ldoceonline.com](http://www.ldoceonline.com))

Thompson/Heinle  
([www.heinle.com](http://www.heinle.com))

Another online dictionary  
([www.learnersdictionary.com](http://www.learnersdictionary.com))

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## Other On-line Resources

- **Etymology Dictionary**

Explains what words meant and how they sounded 600-2,000 years ago.

<http://www.etymonline.com/>

- **Prefix Suffix English Language Roots Reference**

<http://prefixsuffix.com/>

- **Spanish Cognates Dictionary** (Spanish words resemble English words)

- [http://latinamericalinks.com/spanish\\_cognates.htm](http://latinamericalinks.com/spanish_cognates.htm)

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## On-line Resources

- **Thesaurus**

Provides easy to access synonyms.

<http://thesaurus.com/>

- **Visual Thesaurus**

An interactive dictionary and thesaurus which creates word maps of related words.

- <http://nnnc.visualthesaurus.com/>

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## On-line Resources

- [www.freerice.com](http://www.freerice.com)

- Build vocabulary as you donate rice to the hungry.

- [www.wordsift.com](http://www.wordsift.com)

- Paste in text. Identifies academic words in text.

- [www.taggalaxy.com](http://www.taggalaxy.com)

- Provides visual representations of target word.

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## Word Lists

- **Academic Vocabulary List 2009 (Updated)**  
Vocabulary by Grade Level and Content Areas  
(State of Tennessee)

<http://jc-schools.net/tutorials/vocab/index.html>

- **English Vocabulary Exercises**  
Contains many organized word lists by category  
<http://www.englishvocabularyexercises.com/>

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## On-Line Lessons

- **Exceptional Expressions for Everyday Events**  
Series of 32 downloadable, flexible vocabulary development lessons each focusing on an everyday concept.  
[http://www.textproject.org/assets/products/e4/download/TextProject-E4-Complete\\_Edition.pdf](http://www.textproject.org/assets/products/e4/download/TextProject-E4-Complete_Edition.pdf)
- **Word Generation**  
A free research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. It requires only 15 minutes a week from each content area teacher.

<http://www.wordgeneration.org/proven.html>

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## On-Line Games and Activities

- **Florida Center for Reading Research**  
Vocabulary games and activities for K-5 Grade Level  
[http://www.fcrr.org/FAIR\\_Search\\_Tool/FAIR\\_Search\\_Tool.aspx](http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx)
- **Quizlet**  
Large flash cards and games website  
<http://quizlet.com/>
- **Word Central**  
Vocabulary games and activities designed for students by Merriam-Webster.  
<http://wordcentral.com/>

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## On-Line Games and Activities

- **Vocabulary Games**  
Offers games that can be adapted to any set of words.  
<http://www.vocabulary.co.il/>
- **Word Dynamo**  
Challenging vocabulary practice with variety of word lists  
<http://dynamo.dictionary.com/>

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